DOCUMENT RESUME

ED 296 244 CG 020 936

AUTHOR Bateman, Py; Stringer, Gayle M.
TITLE Where Do I Start?: A Parents' Guide for Talking to Teens about Acquaintance Rape.
INSTITUTION King County Rape Relief, Renton, WA.
REPORT NO ISBN-0-8403-3493-1
PUB DATE 84
NOTE 60p.
PUB TYPE Guides - General (050)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Dating (Social); *Interpersonal Communication; *Parent Child Relationship; Parent Role; Prevention; *Rape; *Sexual Abuse
IDENTIFIERS *Acquaintance Rape

ABSTRACT

This is a booklet designed for parents interested in helping their teenage children avoid the possibility of sexual assault. The first section of the booklet provides background on acquaintance rape, discussing attitudes about acquaintance rape, what boys and girls learn about sexual activity, gender different perceptions, and teenagers and peer pressure. The second section discusses open communication between parents and teenagers. A three-step process is described for the discussion between parents and teenagers: (1) the parent or parents together spend time getting ready by exploring family values and the teenager's values; (2) parents make a list of points to be discussed; and (3) parents set up the right circumstances for a good conversation, including a casual atmosphere with privacy. Parental modeling and methods of supporting the teenagers are described. Recommendations on dealing with a teenager if he or she becomes a victim of sexual assault are provided. Resource materials in the areas of sexual assault, sexuality, parent and teenager communication, marital rape, assertiveness, and counseling are listed. (ABL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Mary Ellen Stone

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

WHERE DO I START?

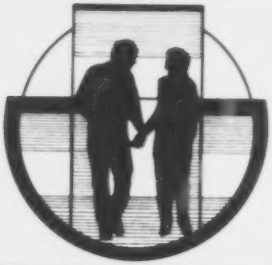
ED296244

CG 020936

A PARENTS' GUIDE FOR TALKING TO TEENS ABOUT ACQUAINTANCE RAPE

By Py Bateman and Gayle Stringer

Teen Acquaintance Rape: A Community Response



WHERE DO I START?

A Parents' Guide for Talking to Teens About Acquaintance Rape

by
Py Bateman
and
Gayle Stringer

Teen Acquaintance Rape:
A Community Response

Graphics by Jeannette Tiffany

KENDALL/HUNT
PUBLISHING COMPANY
Dubuque, Iowa

Copyright © 1984 Teen Acquaintance Rape: A Community Response Project (King County Rape Relief, Pierce County Rape Relief and Alternatives to Fear), Seattle, Washington.

ISBN 0-8403-3493-1

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the copyright owner.

Printed in the United States of America

B 403493 01

CONTENTS

Preface V

BACKGROUND

Introduction 1
A Continuum Model 3
Acquaintance Rape 4
Attitudes About Acquaintance Rape 6
What Boys Learn 8
What Girls Learn 9
Gender Different Perceptions 10
Teenagers and Peer Pressure 11

STEP-BY-STEP GUIDE

Open Communication 12
Are Boys the Bad Guys? 14
What Do Teenagers Need to Know? 16
Discussion Points For You and Your Teenagers 16
STEP ONE 17
How the Media Affect Your Teen's Life 20
STEP TWO 22
STEP THREE 24
What Do I Do If I Blow It? 26
How Strong Is Your Message? 27
Parental Modeling 29
Supporting Your Children 30
Why Teens Don't Tell Their Parents About Sexual Assault 30

If Your Child Becomes A Victim of Sexual Assault 34
Fears and Issues of Reporting 37
Single Parents 38
Teens Who Were Victimized As Children 39
Parents Who Are Former Victims 42
Teen Acquaintance Rape: A Community Response 45
Teen Acquaintance Rape Prevention Packet
Resources 48

ACKNOWLEDGMENTS

The "Teen Acquaintance Rape: A Community Response" Project would like to thank the following people for their invaluable contributions to this booklet:

Py Bateman and Gayle Stringer, *Co-Authors*

Jeannette Tiffany, *graphics, design and layout*

Deanna Rants, *editing, proof-reading, evaluating, computer work*

Mary Rice, *field testing, proof-reading, evaluating*

Gwen Jones and Randy Hilfman, *proof-reading and editing*

Everett Greiman and Kate Robinson, *typesetting, Bozotronics*

Herb Burke and Drev Anderson, *computer consultation, Puget Sound Computer Systems*

We would also like to express our sincere appreciation to the many individuals and organizations throughout Pierce and King Counties who participated in the field testing.

WHERE DO I START? was partially funded by the Junior League of Seattle.

Funding for the "Teen Acquaintance Rape: A Community Response" Project has been provided by the Northwest Area Foundation, Seattle First National Bank, SAFECO Insurance Companies, the Sanford Foundation, the Bishop Foundation and the Skinner Foundation.

PREFACE

This booklet is for parents—for those of you who want to find a way to help your teenaged children avoid the possibility of sexual assault. Children, whatever their age, if they must face sexual assault, must do that alone. Especially during their teenage years, when children are experimenting with their own independence, the most important thing a parent can do is to give them the skills to protect themselves. This means giving up your expectation that **you** alone can protect your children versus giving them the power and capabilities to protect themselves. Giving that expectation up may be the most challenging task you face.

There may be many issues involved in your attempt to discuss sexual assault with your teenager. Particularly if one of you has been a victim. If this is the case, please read the sections entitled "Parents Who Were Former Victims" or "Teens Who Were Victimized As Children" before delving into the rest of the booklet.

Reading this booklet may be your first step in opening the lines of communication between you and your teenager about sexuality or sexual assault. Or this may be one of many steps you have taken to help your teen develop into an independent, competent, responsible adult. You are to be commended for taking this courageous and necessary look at reality for you and your teen.

Introduction

The teenage years: the best of times; and the worst of times. This notion could apply equally to the teen's experience and to the parents' of the teenager. The joy of seeing teenaged children grow and gain greater independence is offset by the fear that they will, in developing that independence, suffer some terrible misfortune.

Worrying about children is nothing new to parents—it starts when they're born. But there is a difference when they reach those exploratory teenage years. Then the fear is compounded by the sense of helplessness a parent has, knowing that s/he can sometimes be of help to the teen, but often must stand by and let them make their own mistakes.

"One night when my daughter Marie and her boyfriend Roger were watching a late movie on TV, I went downstairs for a glass of juice. As I passed by, I heard her say, 'Don't, Roger, stop.' I couldn't see exactly what they were doing, but I heard him answer, 'Don't play games with me.' Then I couldn't hear anymore.

"I went back to bed, thinking about other times I'd seen them together and felt uncomfortable. Like the way he treats her like she's stupid when I know she's nervous. Or the time I suggested they double date with her cousin Amy and she said, 'Oh no, Roger wouldn't like it. We can't.' I didn't know whether I was being silly or not, and I knew I wouldn't get anywhere going downstairs and breaking it up. But I wanted to.

"Not long after that, Marie came to me and said, 'Mom, you remember telling me about that book you read about acquaintance rape? Well, I've been thinking. Last night Roger wanted to put his hand up my skirt and he got really mad when I wouldn't let him. You know, I don't think I want to go out with him anymore.'

"Boy, was I proud of her. Roger is one of the most popular boys in school and I know it wasn't easy for Marie to give up the sort of status that comes with dating someone that popular. I was so glad that she could talk to me. When I first tried to start a conversation about sexual assault with her, I was afraid she wouldn't pay any attention. But she obviously did. And it did some good."

Talking to teens about **sexual assault** can be particularly difficult:

- Talking about **sexual assault** involves talking about **sex**, which is often embarrassing for parents. If the parents did not start such discussions early in the child's life and have to start now, this task may be even more difficult.

- **Sexual assault** is a relatively new topic of discussion in our society. We can't just fall back on what *our* parents told *us*.

- If the parent was formerly a victim of sexual assault, opening a discussion with a teenaged child may bring up feelings from the past.

- The teenager is often embarrassed at talking about sex with a parent, and may perceive warnings about sexual assault as an attack on developing sexuality.

- Teenagers are concerned with developing independence, and with accepting more direction and advice from their peers rather than from parents.

A CONTINUUM MODEL

A "continuum model" of sexual exploitation, coercion, and assault, is probably the most helpful to teenagers in coming to an understanding of what acquaintance rape is.

mutual sexual exploration	persuasion of a reluctant partner	exploitive sexual activity	sexual coercion	sexual harassment	sexual assault

1. **Sexual exploration** is one of the most common ways teenagers learn about their sexuality. They learn what feels good to them and to their partners, how to kiss (Remember when you didn't know what to do with your nose?), how to initiate a touch—or reject it. They're exploring territory that is unfamiliar to them—and that has been shrouded in the mystique that surrounds sex in our culture. Sexual exploration is an important part of a teenager's development. And it **can** be in an atmosphere of mutual caring and respect.

2. **Persuasion of a reluctant partner** is a pretty common activity in teenage sexual exploration. Although it is more common for the boy to be the more experienced and the more "adventurous" in terms of trying new things, both boys and girls do try to persuade each other to move to new levels of sexual activity. There is nothing wrong with persuasion, as long as it happens in a context of respect for the other person's limits, and caring about the other's feelings.

3. In **exploitive sexual activity**, one person may be "using" the other. (Any of these examples could be true of either boys or girls.) A common form of this is boys' saying what they think girls want to hear (I love you; I'll still respect you) or making promises they don't intend to keep (we'll go steady, get married). Girls may be exploitive in trading sexual favors for presents or dates.

4. **Coercion** differs from exploitation in that there is a threat of some harm that would be done if the reluctant partner doesn't agree. The threat would not be of physical harm (that would come under sexual assault), but of some sort of loss. If you don't, I'll tell everyone at school that you did. If you don't, I

won't go out with you anymore. If you don't, I'll go out with Mary/Joe who will.

5. In **sexual harassment**, the victim doesn't even get a chance to agree or disagree. The most widely recognized form of sexual harassment is the random cat-calling, pinching, touching ('copping a feel') that may go on in the school hallways, parties, walking home, etc. Potentially more serious is the sort of harassment that can occur when a young couple has "broken up" or when one is pursuing a potential partner who is definitely not interested. This sort of harassment may take the form of threats, bothersome phone calls, unwelcome visits, and possible physical harm.

6. **Sexual assault**, on our continuum, is more broadly defined than the legal definition. We would call sexual assault any form of forced (overtly or by threats) sexual activity, rather than just forced sexual intercourse.

ACQUAINTANCE RAPE

Sexual assault is something we're accustomed to thinking about in terms of strangers. But it is much more common for a woman to be raped by someone that she knows than by a stranger. We use the term acquaintance rape to describe the **relationship**, *rather than the activity. Acquaintance rape is every bit as traumatic, some experts would say* **more** *so, as stranger rape.*

SO WHAT IS RAPE, EXACTLY? *Let's take a closer look at this word that is so emotionally charged.*

THE STEREOTYPE: *Rape is what happens when some strange man leaps out of the bushes and drags a young woman off to beat her and assault her sexually.*

THE LEGAL DEFINITION OF RAPE: *Rape statutes vary from state to state, but generally rape is defined as penetration, however slight, when there's lack of consent. Elements such as threat of force, force, use of a weapon, or kidnapping may be part of the law. In many states, the definition covers forced oral or anal sex as well as penile-vaginal penetration.*

THE COMMON DATE RAPE: *Occurs when a boy keeps pushing for sexual activity, won't take no for an answer, and finally forces sex through threats or physical force.*

How much danger is there for teens? The estimates that one in four girls and one in ten boys will be sexually assaulted by age 18 have been widely accepted for years. These figures are frightening, but rather vague. What is the danger teens face with their schoolmates, friends, dates?

- In a 1957 study, 62 percent of the females responding reported having been victims of a sexually aggressive offensive physical action by a male, in their last year of high school. Thirty percent of the women in the study had suffered attempted or completed forced sexual intercourse—rape—and approximately one-third of them suffered with additional physical violence. In nearly half (44%) of these cases, the male involved was a steady boyfriend or fiance. (Kanin 1957)

- Ten years later, the same researcher reported new findings that 25 percent of male college students reported that they had, at least once, and some more than once, attempted to force sexual intercourse on a female to such an extent that her response was either crying or fighting back. (Kanin 1967)

- And in a 1977 study similar to the one 20 years previous, 83% of college women reported that they had suffered overt male physical actions that were sexually offensive, more than a quarter of them involving forced intercourse. (Kanin and Parcell 1977)

If you find that reading these facts makes you want to lock your teenager away from the opposite sex forever, let us reassure you. Recognizing the problem—and getting ready to do something about it—is the first step to a realistic plan to help teenagers learn to protect themselves.

We're used to giving warnings about dangerous strangers. But how can we warn teenage girls that their friends, their dates, could be dangerous? Any parent who has tried to talk about acquaintance rape in the same way we learned about stranger rape knows how it can backfire. None of us wants to accept a world view in which the other half of the human race is "out to get" us.

Part of the development of independence in a teenager naturally involves taking risks—all sorts of risks. They're learning to drive, buying their own clothes, getting jobs, experimenting with make-up.

And they are taking risks sexually, experimenting with relationships, physical affection, intimacy. Forbidding or trying to control the risky activity (dating and sexual exploration) in this case isn't as easy as making a rule against drinking and driving.

Teens are shifting from learning and seeking advice from adults to getting more information from their peers. Think of the ideas you had when you were growing up.

> You can get pregnant from kissing.
>
> It's rape if you take your shoes off in a boy's car.
>
> Boys can't control their sexual urges once those urges grow to a certain strength.

A lot of these ideas, and more, are still circulating among teens today. Misinformation about their own sexuality helps make kids more vulnerable to sexual exploitation, coercion and assault. As the importance of their peer group increases for teenagers, we not only see them passing inaccurate information, but we also find that they are not very receptive to parental criticism or warnings about their friends. Nor are they open to horror stories about what might happen to them.

Many teens are unsure of themselves and their sexual development. They are particularly vulnerable to peer pressure, which, because of the attitudes common among teenagers, may encourage a tolerance of rape.

ATTITUDES ABOUT ACQUAINTANCE RAPE

Several studies have been done to measure the attitudes of teenagers and their tolerance of acquaintance rape. High school and college students were asked to indicate whether it was acceptable for a male to hold a female down and physically force her to engage in intercourse under a number of different conditions. The following table indicates the responses of both boys and girls.

Percent of high school and college students saying it is acceptable for a male to hold a female down and physically force her to engage in intercourse under different conditions.

Condition	High School Students		College Students	
	Males	Females	Males	Females
He spends a lot of money on her	39	12	13	8
He is so turned on he cannot stop.	36	21	15	9
She has had sexual intercourse with other males.	39	18	25	7
She is stoned or drunk.	39	18	21	6
She lets him touch her above the waist.	39	28	36	12
She is going to have sex with him and changes her mind.	54	31	40	22
They have dated for a long time.	43	32	42	17
She has led him on.	54	26	42	28
She gets him sexually excited.	51	42	45	25

High school students data are from Giarrusso et al. (1979).
College students data are from Mahoney's research (1979-1980).

These figures are pretty shocking, to say the least. But we need to look beyond them to an explanation of why today's teenagers have the attitudes they do. Girls and boys typically grow up learning about their own sexuality in different ways—and with resulting different attitudes. (They learn these attitudes from many sources, sometimes contradictory to the values you're teaching at home.) It's in the difference in these attitudes about sexuality that we find the key to their attitudes about acquaintance rape.

WHAT BOYS LEARN

Boys learn to view sexual activity as an end in itself— and a "relationship" as a means to that end. By the time they reach college, 55% of the boys say that a good sexual relationship is the most desirable thing in a date, while 79% of the girls name a good intellectual relationship as most desirable. (Houston 1981)

Boys tend to view the completion of the action (whether we're talking about a kiss or orgasm in intercourse) as more important than the process.

Boys learn a concept of ownership of females or "male sexual access rights," (Mahoney, 1980) that makes them think they have a right to demand sexual "favors" from a girl.

Boys learn that it is their responsibility to initiate—not only in asking girls for dates, etc., but in every level of sexual or affectionate touching.

Boys learn to see girls as "sexual objects," to be commented upon, discussed, touched anonymously.

WHAT GIRLS LEARN

Girls learn that it's important to have a boyfriend.

While girls learn that a relationship is more than just a sexual one, they also learn that the boys are more interested in sex. Consequently, they learn that they can trade sex for a relationship.

Girls learn that protection of a boy's "male ego" is important in keeping a relationship together. The idea that the boys have to always win in games is losing some ground, but girls know that to take away the boy's sense of control in an interaction can spell the end of a relationship.

Girls learn that boys may get angry if they don't get their way; and that their anger could mean the end of the relationship, that he would spread rumors about her, or that he might hurt her.

Part of our task in preventing acquaintance rape should be to try to change, as much as possible, these patterns and values that "set up" our children for sexual assault.

GENDER DIFFERENT PERCEPTIONS

The differences between boys and girls in learning sexuality leads to some confusion and lack of communication that may contribute to sexual exploitation, coercion and acquaintance rape. In this example we separate the perceptions of the boy and girl involved.

FOR THE BOY	FOR THE GIRL	THE RESULT
Tom is at the movies with Paula and feels that he should show that he is her date by putting his arm around her.	Paula feels uncomfortable with the touch, but is afraid to offend him.	Tom continues to touch Paula.
Tom begins to touch Paula's breast. Even when she brushes him away, he doesn't think she means it.	Paula gets nervous, shrugs him away. When he continues she just slumps in her seat and stares at the screen.	Tom continues to touch Paula.
Tom really likes Paula and feels turned on when he is touching her. He wants to go further — to unbutton her blouse. He starts to fumble with the buttons.	Paula really likes Tom and doesn't want to lose him as a boyfriend. She doesn't want her blouse unbuttoned. She tells him to stop—in a whisper.	Tom knows she is uncomfortable, but he also knows that she hasn't stopped him yet—and that she won't make a fuss in the theater.
On the screen is a "love scene" with a "macho," forceful man and a submissive woman. Tom sees that he's supposed to be in control and to push for what he wants.	Paula thinks it was romantic for the woman to be the object of such excitement. But she sees that being a woman means being submissive and giving in to the man.	Both Paula and Tom are learning what it is to be an "OK" man and an "OK" woman.
After the movie, they go "parking." After a while, Tom thinks it's time to try unbuttoning her blouse again. He wants to be like the man in the film.	Paula was enjoying the kissing and necking. But she still doesn't want her shirt undone. She doesn't know why he keeps trying when she told him to stop.	
If Tom listened to her ...	If Paula asserted herself and told him what she wants and doesn't want ...	Tom stops trying and they work out their mutual limits.
If Tom continues to push and ignore what Paula says ...	If Paula got mad and/or fights back ...	Paula might decide that she doesn't want to see Tom anymore
	Or—if Paula is too frightened to fight back or get out of the situation ...	This situation could develop into a case of acquaintance rape.

TEENAGERS AND PEER PRESSURE

To most teenagers, "fitting in" is one of the most important of their goals. Teenagers generally learn about sex more from their friends than from their parents. And their friends' values about sexual exploration and attitudes about acquaintance rape may very well overshadow yours. Recognizing and resisting peer pressure may become an important element in teenagers' ability to deal with the entire continuum from sexual exploration to assault.

* Make an effort to get to know your teen's friends. Try not to make judgments based on their dress, language, appearance, etc. Try to get to know them as individuals—find out what they think about things, what their families are like. Watch the way they interact with each other.

* As you discover the differences you will inevitably have with your child's peer group, make an effort to show some respect for their opinions. This will not only enhance your credibility, but will make it easier for you to be persuasive, since your teen won't be able to dismiss you as "unreasonable."

* If there are teenagers among your son's or daughter's friends whom you think really are a bad influence, talk to your teen about it. Find out why s/he likes that individual. Let him/her know specifically what makes you uncomfortable.

* Give your teen support when you see her/him struggling to maintain a position against peer pressure. Make sure that s/he knows that you value a person who stands up for what s/he thinks is right.

NOW THAT YOU HAVE THE BACKGROUND, THIS IS WHERE YOU START!

Here is a step-by-step guide for undertaking the vital but difficult task of preparing teenaged girls to avoid becoming victims of acquaintance rape, and preparing teenaged boys to develop a sense of their own sexuality that involves respect for their partners. Our strategy will involve three separate parts: (1) open communication; (2) reinforcing our message by practice and parental modelling; (3) support from parents and other adults.

OPEN COMMUNICATION

If you've been talking to your children about sexual assault in their pre-teen and early childhood years, it will be somewhat easier to continue those discussions. You have already established a pattern of open communication with your child. Now you want to continue that, taking into account the developmental differences for your teenager. Some of the differences are:

1. In talking to younger children, before they are ready to begin their own sexual exploration, it's sufficient to encourage them to reject touch that frightens them or makes them feel uncomfortable in any way. But it's a natural part of teen exploration to try out touches and forms of physical affection that are scary. We have to find another reference point for teens to identify danger.

Teens and adults both tend to be pretty shy about discussing sexual exploration with each other. How in the world is a parent to know what's happening out there?

It used to be enough simply to admonish that "good girls don't," and "nice boys wouldn't." Though pretty vague, the ideas got across because we were used to the notion that anything remotely sexual was not to be seen or discussed—or done. But of course it **was** being done.

Researchers in sexuality are finding that there really haven't been any dramatic changes in the past 30 to 40 years in teenaged sexual activity. But because today television ads, magazines, TV shows, rock groups and movies do and show virtually everything—we tend to think more is going on. The following chart shows the average age for various levels of sexual exploration:

	hand holding & kissing	necking (prolonged hugging & kissing)	light petting	heavy petting	intercourse
Girls	13	14	16	17	18
Boys	13	14	15	16	17

20

2. Our concerns with younger girls and boys are the same, regardless of their gender. When they reach the teenage years, though, our concerns for the boys broaden to considering whether they will be among the 25% who try to force girls into sexual intercourse.

3. Smaller children are accustomed to listening to their parents and considering them to be the final authorities. Teenagers, on the other hand, not only have more sources of information, but are much less inclined to put their parents on the top of the heap in terms of authority.

With teenagers, you have to talk about sexuality itself, if you want to prepare your child to deal with acquaintance rape, because of the likelihood that it would happen in the context of sexual exploration. If you can't talk to them about sex, you're not going to be very successful talking about sexual assault. And if **they** can't talk to **you** about sex, they won't be able to seek your help in sexual assault.

On the other hand, if you have established this communication with your child, s/he is used to sitting down with you to talk about sex and sexual assault. This pattern will help overcome some of the embarrassment a teenager may feel when you introduce this topic.

If you're getting ready to talk to your teenager about sexual assault for the first time, you may have to begin by establishing a level of comfort with your teen. Even those parents who **have** been talking to their children will probably need to set the stage similarly. Some of the points that will be important are:

Make sure your teen understands that you respect her/his growing independence and ability to make decisions (appropriate to her/his age).

Reassure your teen that you respect her/his choice of friends. (This doesn't mean that you have to like them.)

Let your teen know that you will be available to talk when s/he wants. We recommend that you bring the subject up from time to time. This takes some of the pressure off the teenager, who is likely to avoid talking about sex or sexual assault.

Promise to hear what your teenager says with calm and to keep what s/he tells you in confidence.

ARE BOYS THE BAD GUYS?

It is difficult for parents of teenaged boys to deal with the problem of acquaintance rape. When we talk about child sexual assault, we can talk to both boys and girls about a vulnerability that they share. But when we get to acquaintance rape, we're talking about teaching boys not to be offensive to girls.

Telling boys that they should respect girls is not a new idea, by any means. Traditionally mothers and fathers of teenaged boys have told them quite emphatically that they should not push girls into sexual activity. We think, however, that parents need to take a look at **why** many boys are so aggressive sexually and offer them meaningful ways of interacting with girls.

Boys typically experience tremendous peer pressure to gain as much sexual experience as possible. "Did you have a nice time with Doreen last night?" is not as common in boys' talk as "Did you kiss her? How far did you get?" "Does she put out?" is asked more often than "You really like her, huh?"

The more a boy does sexually with girls (or says he does), the more he gains status in the eyes of his (boy) schoolmates. That's a pretty powerful lobby to go up against. The more your son is dependent on the approval of his peers, the harder it will be for you to support him against their pressure. In order to offset this pressure, we suggest that parents:

* Foster independence of thought in your son, even though that may mean that he disagrees with **you** at times.

* Help your son see how shallow the push toward "scoring" is—that if a young man focuses on scoring, he eventually will **lose** the ability to really enjoy a good relationship (that includes sex) with a girl. Sex becomes boring when it's treated like a video game.

Because of the lack of clear communication between boys and girls about sex, a lot of boys are confused about what girls want. With peer pressure pushing a boy to go as far as he possibly can with a girl, and girls not having the skills to be clear about their limits, a lot of boys don't even know it when they're moving toward sexual coercion.

* If your son pays for everything on his dates with girls, talk to him about what he expects in return. Make sure he knows he's not buying sex by paying for the date.

- Encourage your son to set his **own** limits in his sexual exploration—to ignore the peer pressure to go as far as he can. He may also find that some girls will pressure him to go further than he is willing. And he should be as ready to say no to them as he is to listen to their no's. At the exploitation and coercion levels on our continuum, girls may be as manipulative as boys.

- Help your son figure out how to tell a girl that he really wants to find out what she wants and doesn't want. For him to tell his girlfriend that when she says "no," he's not going to try to talk her out of it. That she needs to reserve "no" for times when she really means it.

- Talk to your son about problems he may face if he believes that he must do all the initiating in sexual exploration. Find out how he would feel if she did the initiating. If his girlfriends don't ever initiate, try to help him understand why. Encourage him to talk to a girlfriend about how he feels. Explore solutions to the problem that may occur if he is so afraid of pushing her unfairly, that he is unable to pursue his normal sexual exploration.

- If your son feels that his girlfriend is pushing him, help him figure out how to set his own limits and to communicate to her what they are. Encourage him to talk to her about how he feels. Help him explore the reasons he stays in the relationship and whether or not the relationship should continue.

- Help your son realize that he should treat all girls with the same respect, rather than dividing them into "bad girls" with whom it's okay to push for sex and "good girls" with whom it's not okay to push for sex.

- Encourage your son to see the girls he goes out with as total human beings, not just bodies. When you ask about the girls he's seeing, ask about her interests, opinions, family, etc. (If he doesn't know the answers, you probably need to have a little talk with him.) When you meet one of his girlfriends, try to say something about her other than, "She's very pretty."

- Talk to your son about how he expresses anger toward girls. Help him find a healthy expression that is not sexual. Talk about the slang he uses, or the notion that a sexual intrusion (like an unwelcome kiss or touch) can be used to express anger or power toward a girl.

WHAT DO TEENAGERS NEED TO KNOW?

We recommend a positive approach with teens, rather than a collection of gruesome statistics, though the gruesome statistics are part of the real world and must have a place in our talks with teens.

One out of every four girls will be sexually assaulted by the age of eighteen.

Two-thirds or more of all reported rapes are "acquaintance rapes," with "date rape" one of the most common among teenagers.

Any girl could be a victim, no matter where she lives, how she dresses, what her ethnic background is, etc.

Boys who rape don't appear to be any different from boys who don't—even to people who know them well. (But there may be subtle signals, though, like a callous attitude toward women and girls.)

This information is important, but it doesn't really prepare a girl to spot a developing sexual assault and get out of the situation.

DISCUSSION POINTS FOR YOU AND YOUR TEENAGERS

1. Where is your son or daughter learning about sex? (Probably from other teens) What does s/he feel about exploring her/his sexuality?

2. How can boys or girls know when they are violating each other's personal limits, instead of persuading each other? Teens have a pretty decent system of reading each other's nonverbal signals. Discuss with your teenager what those signals are (both positive and negative signals),and how they are interpreted by boys and girls. Boys tend to interpret signals as being more sexual than girls intend. For example, boys often assume that a girl who dresses in a way they think is "sexy" is advertising a desire for sexual activity. Girls more often see that sort of dress as an attempt to "be attractive," or "look good," or they may be trying to be "sexy" but not looking for sex.

3. When are nonverbal cues enough and when are they not enough? And what do you do when nonverbal cues don't get the message across? Teens (adults, too) often feel embarrassed about talking about their sexual exploration with their partners. One reason for that is our customary avoidance of talking about sexual matters. Another reason is fear of hurting some-

one's feelings, making him/her angry, etc. Discuss with your son or daughter specific things s/he could say to communicate clearly about sexual exploration. Explore with her/him the kinds of reactions s/he is likely to get and how to respond to them.

4. Explore your son/daughter's sense of self esteem within a dating relationship. When one partner feels that s/he must do **anything** to keep the relationship alive, s/he becomes even more vulnerable to coercive measures such as a threat to break up. Teenagers who feel a lot of pressure from family or peers to "be popular" are often particularly vulnerable to coercion because they don't want to fail to have a steady partner or a date every weekend.

5. What options does a teenager have when facing the threat of force? Talk to your teens about taking precautions and learning self defense. Explore with a girl what would happen if she got out of her date's car and had to get home some other way. What would happen if a boy spoke up at a party about something he didn't like? What are the most vulnerable situations for a teen? How can girls make judgments about possibly vulnerable situations like drinking? parking? unchaperoned parties? What would happen if a girl fought back against a boy who was trying to force her?

In addition to understanding the "continuum model" teens need to know enough about themselves and their own sexual exploration to enable them to remain in control and not fall victim to sexual exploitation, coercion or assault. This sort of discussion may be more difficult than talking about sexual assault. We're going to recommend a step-by-step approach to this discussion.

STEP ONE: Before you talk to your son or daughter, spend some time alone, or with your spouse, getting ready. Explore your family values and your teen's individual values.

A teenager needs to be clear about her/his values concerning sexual exploration. You, as a parent, probably have some fairly strong ideas about what you want those values to be. And you've been instilling those values in your child from an early age. A teen can much more effectively control her/his exploratory activity if s/he has a firm and clear set of values that are "internalized," that is, their own.

Values and limits imposed by outside forces (like parents) are not as helpful to teens in keeping control as are those that are their own. The more your values and those of your children coincide, the more you'll be able to help them.

The first thing you need to do is to explore your own expectations and values. You've probably thought about things like when your teenagers can start dating, single- versus double- or group-dates, what kinds of people s/he goes out with, whether you think your children should go as far as sexual intercourse (and at what age).

Also think about the qualities you'd like to see in the relationships that your teens get involved in—think about respect, equality, the impact of the relationship on your child's self esteem. And about the attitudes you want your teen to have about sexuality as an adult.

One idea that we think will help teenagers in exploring their sexuality in a way that remains consistent with their personal values and limits, is to look for a connection between sexual activity and the emotional closeness they feel. Teenaged couples who have a complete relationship that involves sharing activities and feelings are more likely to develop mutual respect.

How does your son or daughter express closeness? How do **you**? Who is your teen's "best friend"? What sort of patterns do you see with such friendships? How can you draw parallels between those friendships and developing dating relationships?

Do you think there are any aspects of your teen's everyday life that present ideas that you want to change? What does your teen think of the sexual violence common in the music videos seen on television? Does s/he have album covers that show violence against women? What about the slang you hear? Or attitudes already expressed? Is there "hard-core" or "soft-core" pornography in or near your home? What does your teen learn about sexuality or sexual violence from the media, or from his/her peers?

HOW THE MEDIA AFFECT YOUR TEEN'S LIFE

Picture a sunny beach scene. It's filled with sunbathers in swimsuits. There is a group of perhaps 25 people. Only one is female and she is the center of attention. She would like you to know that she has tested a type of cream which makes her skin smooth and inviting. She requests the entire group of men around her to "go ahead and touch me" in order to confirm the smoothness of her skin. Smiling and eager, they do.

Picture a man dressed in formal evening clothes. He is standing alone on a flight of stairs leading seemingly nowhere. Sitting at his feet is his female companion. She sits, eyes downcast, as he towers over her, the picture of domination. His cologne, they say, is irresistible.

Across a piece of furniture offered for sale is a lovely woman. Over her head is written, "soft, supple, sensual, affordable."

What are the messages subtly, or not so subtly, suggested by these advertisements? That women should be seductive and willing to be touched at anyone's whim? That men should be "macho', cool and dominant?

The television and print media are not the only ones which contain material full of innuendo. Observe videos, movies and phonograph record jackets and you will see much of the same. It is undeniable that in all these media, sex and violence against women are often paired. Women are seen as objects and in very submissive roles. Men are shown as dominant, tough and insensitive.

With constant visual exposure to exploitive advertising, we can become desensitized. And since the media is so much a part of our everyday lives, it is reasonable to assume that much of the role modeling that happens for young people occurs in the media. They are the purchasers of record albums with sexually exploitive and/or violent record jackets. It is to the teen market that advertising agencies aim clothing ads which hint at seduction as the proper role for young women. It is to that same teen market that agencies aim the tough, in control image to young men.

To berate products and musical groups who utilize this sort of advertising hype may not be the most productive way to communicate with teens about the suggested sex roles. It is very possible that the groups or products are ones which your teen likes or uses. Your rejection of the images used to advertise them may seem like a "put down" to your teen and cause communicationto be shut down.

"So what do I do?" you may ask.

You've already started on a productive response. You are **AWARE**.

LISTEN to your teens' reaction to the media image.

"That group has such an awesome sound."

"Those jeans look really sexy."

DISCUSS your point of view.

"That record jacket really bothers me, the way that woman is all bound up."

"What do you suppose the message is supposed to be?"

LISTEN AGAIN to the teens' perspective.

"Oh Mom. I don't think they really mean what you think they mean!"

"I know that's no way to treat anybody . . . but I really like the group's music."

AFFIRM your teen's okay-ness.

"It makes me feel good to know that you're so able to be assertive and in control of your life. And I'm glad that you know what options you might have if someone tried to treat you in a way that may make you feel uncomfortable."

"I appreciate that you're sensitive to the needs and rights of others. The fact that you are able to be yourself without putting someone else down makes you a really all right guy."

"You are right. There is a difference between liking a product and buying into its commercial. Do you think that they could have presented the product in a better way?"

STEP TWO: Make a list of the points you want to discuss with your teenager. Are there certain things you need to discuss before getting into other areas? Are there some issues that you think are immediate and critical; can others wait? Which points do you think will be easiest to talk about? Hardest?

Now, considering these factors, start making a plan for talking with your teenager. Decide in what order you want to put your points (not necessarily all in one discussion), taking into account the logical order, the critical issues, and starting (where possible) with the easiest points and working up to the hardest.

SAMPLE LOGICAL ORDER

What friendship means; to boys and to girls

What girls and boys want from a dating relationship; differences between this and friendship

Family values about sexual exploration

Other influences on teens' individual values, e.g. the media

How girls and boys communicate about sexual exploration

How to respect each other's boundaries and have your own respected

What it means when one partner doesn't respect another's limits

How drinking or using drugs can affect respect for another's limits

Sexual activity-assault continuum

What is rape

What we can do about rape

You may feel that any one of these issues is critical in your child's life. Perhaps you found hard-core pornography under your son's bed; you may want to talk about pornography and other media influences right

away. Or maybe you've noticed that the boy your daughter is dating won't let go when she pulls away from him in discomfort. Or one of your children's friends has been a victim of rape or of incest.

Events in your life, or your teenager's, may dictate that you disrupt the logical order. If this is the case for you, rearrange your points to cover first the areas you think are most critical. Just make sure that you end up with a series of discussion that doubles back and covers everything.

It is natural to find areas of conflict between parents and their teenaged children. That's all part of the teenager's developing independence. Those areas of conflict may cause you to rearrange the order of your discussion—or add some new points that you think will help get you over the rough spots. Perhaps you've had battles over how much television your teenager watches. You may want to build up carefully to talking about sex and violence in music videos.

Or perhaps your teenager feels that you don't like her/his friends at all. You'll need to take some extra care in talking about resisting peer pressure. If there have been ongoing arguments in your family about alcohol or drug use, you will want to make sure that you've got a lot of trust built up before tackling this topic in terms of sexual assault.

In general, you can use the topics that will be relatively easy for you to discuss with your teenager to build up trust and a sense of the two of you exploring ideas together. Then when you get to the more conflict-laden issues, you'll have a history of working together. And, if you've managed the easier topics well, you'll feel less nervous about getting into the tougher ones—and so will your teenager.

Now that you've considered all the angles, revise your plan to reflect the order of topics you think will be best. Then think about each one in terms of when, where and how you can get into a discussion with your teenager.

What friendship means; to boys and to girls

"My daughter Mary and her best friend Patty have such a wonderful relationship. I'll talk to Mary about friendships sometime when I've seen them having a good time together."

How drinking or using drugs can affect respect for another's limits

"The next time my brother-in-law gets drunk and hangs on me, I'll use that experience as an object lesson."

Sexual activity-assault continuum

"My son John and I go out to lunch every Saturday after our morning basketball game. He usually tells me about his Friday night date then."

If you're nervous about talking to your teenager, practice with a friend. Plan what you're going to say. Have your friend pretend to be your son or daughter, and to react the way s/he thinks a teenager might react.

STEP THREE: Now you're ready to talk to your teenager. Set up circumstances that will make for a good conversation:

Make sure that you have privacy. A teen will probably be embarrassed if s/he thinks others may get involved in the conversation.

Keep the atmosphere casual. Teens are likely to withdraw if they think they're getting "one of those heart-to-heart talks."

Teenagers sometimes feel more comfortable about talking if the conversation is in a context in which they don't have to make eye contact with you—doing some household chore together, shopping, driving to school.

EXAMPLES:

If you're used to having talks with your teen in her/his room, that would be a good context for bringing up the topic of sexual assault.

Take your teen to lunch on a Saturday afternoon.

Take a walk with your teen.

EXAMPLES TO AVOID:

While your son or daughter is getting ready for a date.

Right after his/her noisy friends that you don't like leave your house.

When your son or daughter comes home from a date and you've been waiting up.

Show respect for your teen's capabilities:

Find out what s/he knows from other sources.

Ask about their sex education classes at school; find out if they've had a speaker from a rape crisis center; ask what the kids at school think about the issues.

Find out what s/he thinks about the ideas you bring up.

Give your information in a style that is not dogmatic; pause and ask your teen what s/he thinks and listen to the answer; ask if what you've said agrees with what s/he hears from other teenagers.

If your teen disagrees with your opinions, try to understand her/his position, and treat it with the same respect you want your teen to treat your opinions.

Avoid saying something like, *"I felt that way when I was your age, too, but when you get older, you'll see that I'm right"*; realize that you may not persuade your teen to your point of view in one conversation, but s/he may come around to your point of view later.

Find a good conversation-starter:

Let your teen know that you're reading this booklet.

If your teen has seen a presentation at school or at church, ask what s/he learned.

Give your teen one of the booklets written for teenagers. Let her/him read it, then ask what s/he thinks.

Watch a television show together—some of the entertainment programs are quite good in raising issues of sexual exploitation.

You can talk about the issues either during the show or later.

If your teen likes to hear stories about your growing up, use a reminiscence about your teen years as a conversation starter.

Enroll in a self defense class with your daughter. Use talking about the class as a way to start talking about acquaintance rape.

WHAT DO I DO IF I BLOW IT?

Because sexual assault is a volatile issue, there's a good chance that, at some point in your talks with your teenager, you're going to make a mistake or get a reaction you're not sure how to handle.

> *"I thought I was open-minded, but when my 15 year old daughter told me that she thought she was ready to have sexual intercourse, I just lost it and started screaming at her."*

> *"When I tried to talk to my son about what could happen at a party where kids are drinking, he spilled out a lot of anger about my own excessive drinking."*

> *"I thought I had everything set up just right, but my daughter wouldn't talk to me at all. She wouldn't even look at me. I felt like an idiot."*

You can't really expect to be perfect all the time. You're going to go over some rough bumps in getting your kids through adolescence. Do your best to keep your cool no matter what you're hearing. If you can't, go back later and apologize. If you find out that there are some ideas you can't handle from your teen, be honest about it. Find another solution, like having a trusted (by both of you) adult friend, or older brother or sister, be the person your teenager can talk to.

If something you say taps into some anger your child has been keeping bottled up, you have an opportunity to clear up a problem that may have been brewing for a long time. This may feel like a challenge you can't handle. But in the long run, it will probably be better in many ways, not just in helping you prepare your teenager to protect herself. It's important for your credibility that you're able to admit that you've been wrong in the past, or that you've had problems.

Sometimes when you find your teenager unresponsive, angry, or otherwise refusing to accept what you have to say, it's best to just let it go for a while. Sometimes their reactions are just defensive reactions. Give her/him time to think about it, and s/he'll probably come a little closer to your point of view—or at least to being able to talk about it. Don't feel like a failure if your son or daughter seems unresponsive. Make a point to bring the subject up again at a later time.

HOW STRONG IS YOUR MESSAGE?

The question now comes: "Is talking enough?" If we tell teenagers about acquaintance rape, and tell them what we think they can do about it, have we done enough? We have done quite a lot. But we can strengthen the message in two ways. One is to encourage a teenager to practice those skills in everyday life; the other is to make sure that we're serving as good role models for them.

We've talked about the fact that teenagers are learning and trying out their independence in many areas. Teens who feel comfortable making their own decisions and who have been successful at doing so are better prepared to make and defend their own decisions about their sexual exploration. And those who make and defend their own decisions will be better able to defend themselves from exploitation, coercion and acquaintance rape.

Of course, that's all easier said than done. When a child reaches the age of 13, we don't just say, "Welcome to adulthood, kid, you're on your own." We're talking about a process of learning and growing—but one that can't be guided and controlled as easily as learning the ABC's. When you find yourself making a decision for your son or daughter, or resisting their attempts at independence, ask yourself the following questions:

Why am I doing this?

What's the worst thing that could happen if I let her/him go ahead with this?

If the worst were to happen, could I/we handle it?

What will my son/daughter learn from success or failure in this?

Pay particular attention to those areas of a teenager's struggle for independence that most often result in arguments with parents (add your own to this list):

Politics • Clothes • Friends • Privacy • Alcohol & Drugs
Transportation • Money and what they spend it on • Curfews

How you reward your teen for successfully handling independence or support her/him when s/he encounters difficulties can also help in the learning process. If you can give support and encouragement even when you disagree with your child's position, you will be reinforcing her/his ability to stand up for decisions made.

> *"I hate the clothes teenaged girls are wearing nowadays. But my daughter is so good at making her own clothes that the other girls are coming to her for help. So I said to her, 'I don't really like this kind of dress, but I'm* **so** *proud of the way you can take an idea and make something to wear out of it.' "*

> *"I've never really liked the boy my son has chosen as his 'best friend,' but I've seen those two stick up for each other in a way that shows how much they care about each other. I had to admit that I admired the way my son helped his friend through a really difficult time."*

> *"I had done so much talking about drinking and driving, but I thought I was never going to get through to my daughter. When one of her friends was killed in a car accident where drinking was involved, I knew that she was afraid I was going to start ranting and raving. I went to her room, held her hand, and said, 'I know this must be really painful for you,' and we had a long talk about friendship, death, life, and so on. A few days later she came to me and said, 'Mom, I was so afraid you were going to say "I told you so" that I didn't want to tell you—but I'm never going to drink again.' "*

It will be much easier, of course, to support a teenager's independence when his/her actions agree with your values. The more you are involved in your child's life, the more opportunity you'll get to applaud independence (unless you're so involved that you're actually stifling independence).

How involved are you right now in your teenager's life? Where can you fit in without being intrusive—church? school? community groups? What family activities do you have in which everyone has responsibility and a chance to succeed or fail—camping? boating? gardening? everyday chores?

The more your teenaged children develop their independence right under your nose, the more you can help and support them. And the more you'll have confidence in their abilities.

PARENTAL MODELING

Another way of reinforcing your message is to try to make your behavior as consistent with the values you're promoting as you can. Since we grew up with many of the same values that move teenagers toward acquaintance rape, we may find ourselves saying, "Do what I say, not what I do."

Teenagers are among the most unforgiving of all age-groups when they see a difference between what you say and what you do. If we're going to change those shocking statistics that indicate that so many young women are being pressured and forced into sexual activity they don't want—we're going to have to look at some changes in traditional behavior.

> *"I caught my daughter looking at me as my friend's husband patted me on the rear-end in a 'friendly sort of way.' I realized that I've been uncomfortable with his touching me like that for a long time, but I've been trying not to let it bother me. Now I wonder whether it's not more important to show my daughter a good example or to worry about whether I'll hurt his feelings."*

> *"I invited a friend of mine from work to dinner one night. We were watching a basketball game on TV and drinking beer. During a commercial, he started talking about the women's bodies—the same kind of stuff we say at work all the time. But this time my son was there and I felt embarrassed by what my friend was saying."*

> *"My husband and I have never allowed the kids to see us being affectionate with each other. I realize now that we've missed an opportunity to show them the place that physical affection has in a caring relationship. We're talking now about how we can change that."*

Make some plans now to strengthen the model that you present to your teenaged children. If this means some changes in your behavior, you may be able to get your children to see themselves as your allies and vice versa.

You're not going to be perfect all the time. But you can still use what happens to you and what you do to help you with your teenagers. If you are honest with them about the issues of acquaintance rape and your own life, you'll be able to maintain your credibility. (No amount of talk, of course, can salvage credibility in a parent whose everyday life is consistently and blatantly different from what s/he says.)

SUPPORTING YOUR CHILDREN

Sometimes it's important to take a more active part in helping your teenaged children learn to avoid acquaintance rape. If you build a good sense of trust, you can be a resource to your teen—s/he may come to you for advice on problems or for support in resisting peer pressure.

An important part of the trust necessary for you to be a resource to your teenager is that you control your reaction to the things you might hear. Some techniques you might use to get you through a tough situation when your son or daughter is telling you something that makes you want to hit the ceiling include:

> Take a deep breath, count to 10 (or more) and remember that you have a chance to help.
>
> Take a moment (or more) to compose yourself—get up and pour a cup of coffee, close the door, put your newspaper down. Stay active until you know you're ready to deal with the problem at hand.
>
> If you can't keep your emotions under control, make sure that your teen realizes that you're glad that s/he brought this problem to you, that you have feelings about the situation.

WHY TEENS DON'T TELL THEIR PARENTS ABOUT SEXUAL ASSAULT

A common concern of adolescent sexual assault victims is an overwhelming concern for their parents.

"I can't tell them, it'll hurt them."
"They can't stand it when I hurt."
"My folks couldn't take it. It would kill them."

No matter how resilient the parents, teenagers feel a tremendous sense of protectiveness. These concerns inevitably come before the teens" concern for themselves or about any trouble they might be in.

The fear that they might be in trouble or cause their parents to be disappointed in them for having been in a place or situation in which they were assaulted is also common. Teens, in exercising their own judgement, often risk doing something that their parents have either overtly told them not to do or have intimated might be dangerous for them.

If, during one of these adventures, the teen is sexually assaulted, s/he feels in a doubly vulnerable position. Never wanting to hear "I told you so" is a common wish for most of us. Feeling responsible for the assault because s/he was doing something s/he was told not to do compounds the trauma. Teen victims need to hear that though they may be responsible for some error in judgement, they are not responsible for the sexual assault.

When the assault is an acquaintance rape, the issue of sexual exploration and parents' reaction to it becomes pivotal. Most teens feel somewhat anxious when exploring sexually to begin with. These are new experiences, and teens often embark on these adventures without the benefit of open discussion.

Sexual exploration can turn into sexual exploitation, coercion or assault if one of the partners does not respect the wishes of the other. If one partner expresses the desire to stop the activity and the other does not comply, a sexual assault is the result. Being raped by someone with whom s/he has been intimate is difficult to explain to one's parents. This is especially true if the parents do not deal well with the whole issue of sexual exploration.

Sometimes being a good resource for your child means more than just being available. If something seems to be bothering your son or daughter, it's often a good move to try to open the discussion yourself.

You have to be careful to balance this notion of paving the way for her/him to talk to you with the need to respect her/his privacy. You say something like, "You seem to be troubled by something. Is it anything you can talk to me about?" or make sure that s/he knows that if s/he isn't ready to talk now, you'll be available later.

Being a resource to your teenager isn't something you have to do alone. In fact, it's a good idea to have other trusted adults closely involved with your teenaged children. They may be able to give advice in situations where you're just too close to the issue at hand. Consider who are the adults close to your family who might be good allies for your children—who are:

in agreement with your values
liked and trusted by your teen
willing to become involved at that level with your teen
willing to keep talks with your teenager confidential—even from you.

There may be times when your teenager needs more than a willing ear and some advice. Your teenager could end up in a situation s/he can't handle alone and needs help. Because teenagers are engaged in exploring their independence, they often find themselves getting deeper and deeper into a potentially dangerous situation. They don't know how to get out, and they're afraid to ask for help.

> *"I went to a party at my girlfriend's house. This guy, Bob, was there—he's really popular. I never thought he'd notice me, but he did. He said he was going to another party that same night and asked me to go with him. I was so excited—all the girls were watching. Any one of them would have given her right arm to be in my place. So I went. But when we got to the other party, his friend's parents weren't there. I didn't say anything—didn't want him to think I was a baby. But when he started drinking, I got really nervous and wanted to go home. What would my dad say if I called him and asked him to come get me?"*

If this young woman wasn't able to get help, she might have ended up in some serious trouble. But if she was afraid that she was going to get into trouble with her parents if she asked for their help, she might have decided that the risk of staying at the party and **maybe** having some problems there would be better than facing sure trouble at home.

We think that a very important part of protecting your teenagers is the "hassle-free bailout" agreement. You agree that if your teenager needs your help in getting out of a potentially dangerous situation that you will put her/his safety ahead of everything else. That means, for instance, if the girl in the story above were your daughter, that you would go pick her up without bawling her out about leaving the first party with a boy she hardly knew.

You probably aren't available 24 hours a day to bail your teenager out of trouble. Can s/he call you at work if necessary? How can you tell the difference between a call for help and an ordinary call?

Is there someone else your teen can turn to if you're not available? Perhaps one of your teen's adult friends would agree to be available to her/him.

What can you do if your son or daughter seems to need bailing out every time you turn around? (This might be a signal for some family counseling — or just a more precise definition of the bail- out proposition.)

CONCLUSION

In preparing your teenager to avoid acquaintance rape, you must remember that we're dealing with a group that **must** take risks. The recommendations and suggestions that we've made can help teenaged girls protect themselves in most situations. But it's possible that even the best-prepared teenager may not be able to handle everything. If your daughter has a near-miss or does get raped, there is help available.

IF YOUR CHILD BECOMES A VICTIM OF SEXUAL ASSAULT

No one wants to think about the possibility that her/his own child might become a victim of sexual assault. It is the kind of thought we put out of our minds because it is entirely too painful to consider. It is, however, just that possibility that we are asking you to consider now—whether it be that your child might be a victim of a close acquaintance or a stranger.

If, after all of your open discussion and preparation, your child should be sexually assaulted, how would you respond? Would you be able to listen to your teen? Would you be able to support her/him? Would you know where to seek help for yourself and your teen?

Having read this booklet and worked through some of the issues with your teen is an important step in supporting your child should s/he become a victim. Your teenager knows that you are able to talk about sexual assault, that you know that these things happen and that s/he is not to blame.

The cornerstone of support to your teen is the immediate and non-judgemental assertion by you that you believe that it happened and that your child is not to blame.

The victim of sexual assault has undergone a very traumatic experience. S/he had very little or no control over what happened. S/he is likely to be emotionally shocked and hurt—and maybe physically, also. Your understanding of what s/he may be experiencing at this point will be invaluable in your support.

Physically, the victim will probably suffer from soreness related to the assault, as well as being generally tense and fatigued. Sleeping patterns may change during this time. Indeed, a victim may have fears about going to sleep, fearing nightmares.

Emotionally, the victim may feel fear that the assailant may hurt her/him again, humiliation, shame, embarrassment. S/he may feel very angry at the rapist, at her/himself for not being more careful or at the circumstances surrounding the rape. It is equally possible that a victim will show no emotional reaction at all. S/he may try to deal with the feelings alone. Victims with whom we have worked describe this period as one of numbness.

Your teen may be affected socially. S/he may not want to go to the same school or work at the same after-school job, or she may want to move to another neighborhood or town. S/he may not want to see friends, go to social events or talk with anyone. School work and her/his regular routine may be affected because of the tension and fatigue brought on by the experience.

Understanding these dynamics may help you offer loving, understanding support to your teen. It is crucial to keep judgemental comments out of the picture, comments like:

"If you had only been where I told you. . . ."
"You should never go to an unchaperoned party."
"Going to a drive-in movie was stupid."

Such statements are builders of distrust and resentment.

The word "if" is best avoided when considering the circumstances surrounding the rape—until the victim is able to look at what happened in terms of how to avoid such things in the future instead of blaming her/himself for the sexual assault. Hindsight is 20/20 and can be used to help us, but it can also make things worse.

It is important for all victims of sexual assault to make their own decisions about what to do about it. Your child is no exception. This is part of regaining control. As a parent, you must judge the degree to which your teenager is capable of making decisions and be willing to support those decisions.

Generally, the more a victim can assume control, the better. An advocate from a rape crisis center can help by explaining more about what is going on in terms of victim reactions, needs for medical care, possibilities for reporting and/or prosecution. The more informed you and your teen are, the easier it will be to make those decisions.

Emotional support and understanding are the key when facing the aftermath of a sexual assault. Your own self care is important. Remember that you are a secondary victim of the assault. You may have many of the same fears and angers that your teen is experiencing. Call on someone to support you through this time. Your support of your child will be enhanced to the degree that you feel supported.

One aspect of your daughter's recovery from an acquaintance rape or experience with sexual coercion is the ongoing relationship between

her and the boy involved. Even if they do not remain friends, they may have friends in common, see each other at school or church, and in other ways be thrown together.

Part of your daughter's recovery should be an expression of her feelings of anger, fear, etc., toward the boy himself. And there is also a concern about how she can feel safe knowing that she might run into him again.

The remedy for rape that first comes to mind in a lot of cases is to report it to the police and hope for a successful prosecution and punishment of the offender. This approach may be the most appropriate in some circumstances. But often families elect to do nothing because they don't feel they have a "prosecutable" case, or that the punishment of going through the legal system may be too severe. And in cases of sexual coercion, legal remedies may not be available at all.

But there are alternatives. And we believe that it is important, for both teenagers, that there be some way of dealing with the offender.

- Talk to your daughter about what she needs in terms of feeling safe and getting some sense that her feelings are resolved.

- Examine your own feelings to make sure that your anger and desires for revenge are not interfering with your ability to find out what is best for your daughter.

Some remedies you might consider include:

- Have your daughter write a letter to the boy, telling him how she feels about what he did. This letter need not be sent if the purpose is to air her feelings, but it may be a good idea to attempt some communication with the boy.

- Talk to the boy's parents about what happened. Ask them to work with their son on the issue—and to let you know what they are doing. If you think it is warranted, insist that the boy see a counselor.

- Talk to the boy yourself. If you do this, you will want to make sure that you've got your emotions pretty well under control.

* Set up a safe environment for your daughter to talk to the boy. It might be a good idea to have an adult present—possibly a friend, teacher or counselor. Or perhaps both sets of parents would want to be present.

Whatever remedy you pursue, make sure that your daughter is involved in making the decision about what to do, and that she feels like she has control in the situation.

FEARS AND ISSUES OF REPORTING

We recommend that all sexual assaults be reported to your local rape crisis center. Most communities have 24-hour crisis lines staffed by trained volunteers who are pledged to keep confidential everything you tell them. Reporting to the police, however, is something that needs to be decided on the basis of the victim's feelings about reporting and the circumstances.

When considering the reporting of a sexual assault, the victim is faced with a series of unknowns. At a time when control has been taken from her/him, s/he is asked to submit to a series of "other-controlled" situations. Once s/he has disclosed the sexual assault, s/he must then wait while everyone else (friends, family, etc.) responds. It is the quality of that response which determines the comfort or discomfort of the victim when considering reporting.

All of us have been aware of insensitive treatment of assault victims by law enforcement officials and the judicial system through stories by the news media, as well as in movie and television portrayals. While this may not be an accurate representation of the way the typical case is handled in your community, the fear of that unfortunate reality may influence a victim's willingness to report.

This crime called sexual assault is a very confusing act. A simple assault is easily recognizable. When one is hit on the head or punched in the face, it is obvious that an assault has been committed and whose fault it is.

In a sexual assault, the reality of the act is generally not as simple as being hit on the head or punched in the face. The confusion arises when a sexual act is used to do the assaulting. Recognizing sexual assault as an act of control, of power and humiliation is a beginning to understanding the problem.

Sexual assault which begins as mutual exploration and proceeds after one partner has clearly said "no" or "stop" is, perhaps, the most difficult for the victim to define as a crime. In any of these cases, however, a sexual act performed against a person's will is a crime. The offender bears the responsibility. The confusion generated because of the sensitivity of the issue can affect a victim's willingness to report.

And it may affect the way law enforcement and the judicial system treat the case. If you have an advocate from a rape crisis center or sexual assault program helping you, s/he will be able to give you the information and advice that can help you and your teenager make this decision together.

SINGLE PARENTS

Single parents of teenagers reading this booklet may feel overwhelmed at the prospect of managing all this alone. You don't have to do it all yourself. Enlist help. Think about the parts that are going to be difficult for you, given your relationship with your son or daughter. Share your concerns with her/him.

> *"I was worried about how I could give any guidance to my son, with no man around the house. But when I talked to him about it, he told me that he'd much rather talk to me about girls and sex than to anyone else. I found out that it wasn't as hard as I thought it would be."*

> *"As my daughter approached puberty, I found myself getting more and more anxious about talking to her about the physical and emotional changes I knew she must be going through. I wanted to put it off as long as I could. And I felt my anger at her mother for leaving me coming back even stronger. I think I wanted someone to rescue me. But finally I realized that I was going to have to stop waiting and do something. I talked to my sister about it and she helped."*

> *"I always thought my daughter and I had something special. It had been just the two of us for so long. We had a kind of a bond forged in the difficult days of making a life together—mother and daughter. But when she started dating, I thought, 'Oh my god, this is where her father is supposed to tell her to watch out for the boys.' When I told her how scared I was, she just laughed and said, 'Oh, come on, Mom—look at all the things we've done together, all the problems we've solved. Don't worry about this!' "*

TEENS WHO WERE VICTIMIZED AS CHILDREN

Teens who have been victimized as children often approach dating with fears and behaviors which make this time in their lives more confusing, mysterious and even dangerous than we or they might anticipate.

A teen who has experienced sexual assault may have difficulty with trust, the very cornerstone of healthy relationships. The inability to trust makes open communication a near impossibility, and it is such communication, combined with a healthy self esteem, that promotes self determination and self protection.

Working with your teenaged child to develop ways to be in control of her/his environment will empower her/him to experience dating positively, rather than becoming more vulnerable to sexual exploitation, coercion and assault.

Helping your teen to learn assertiveness, assess her/his own values, set limits and verbalize those limits will play a positive role in this empowering process. Practicing assertive verbal responses (or finding another "safe" adult or older teenager with whom your teen can practice) will help to increase the teen's comfort in a dating situation.

Such practice will also reassure you that your child is developing the skills s/he needs for self protection—and will help you let go (to a certain extent) of your protector role.

Victims of sexual assault may have a fear of being touched. This response could range from being frightened by touches s/he doesn't expect (such as a friend approaching from behind, covering eyes and saying "guess who") to hand holding, an arm around the shoulders or waist, or more intimate sexual touching.

Your child needs to know that s/he has the right to refuse any sort of touch that makes her/him feel uncomfortable, even though the discomfort may be something s/he's trying to overcome. It is important for any of us, regardless of any prior sexual assault experiences, to be able to be in control of the touching we receive, and not feel that we must conform to someone else's idea of what is good, healthy, etc.

Where there has been experience with victimization, communicating preferences and limits may be particularly difficult—but also particularly important. Friends may wonder why the touching is bothersome. Your child may or may not want to tell certain friends the reason—and has the right to make that decision. It's OK not to tell if s/he doesn't want to.

There may also be a fear of intimacy in a teenaged victim/survivor. Getting over this may require a lot of patience and some long term support from caring people. Whether or not your child was seen by a sexual assault professional at the time, s/he may be able to benefit from further counseling during adolescence. Contact your local sexual assault program for advice and possible referrals.

There are three categories of behavior which are common among former childhood victims of sexual assault. These are: anti-social, manipulative and promiscuous behaviors. Some behaviors one might observe in girls might be: withdrawl from peers, inability to trust, or in the other extreme, involvement with prostitution. Behaviors that some previously victimized boys might exhibit are: aggressive, violent or manipulative behavior toward women or girls. On the other hand, they might be withdrawn and unable to form trusting relationships as well. While it is true that we would like to help these teens to change these behaviors, we need to make sure that the child understands that it is the **behavior**, not the **person**, which is undesirable.

Former victims of childhood sexual assault tell us that during their teenage years, they experienced all of these behaviors. The reason which they identify as motivating this behavior was their desire "to get over it," to recover from their own victimization. They express the feeling that they were damaged or dirty and that no one would love them.

Sexual assault at a very young age presents specific trauma. The sensations, the odors, the textures of that experience are vivid and frightening. Those sensations, we are told, are never forgotten. Some victims think that by engaging in sexual activity, by subjecting themselves over and over to those seemingly same sensations, they will be able to replace the bad associations with something good—or at least different.

We also know that former victims may very well **act** as if everything is normal, that they are enjoying all of their (sexual?) activities, that it

doesn't matter, or that they know what they're doing. This sort of "tough kid" exterior is simply a cover for feeling frightened, unworthy and not knowing what to do.

Teens who have been victimized want, as all teens do, to be "normal" and to participate in the dating process as everyone else does. They feel the same things as all developing teens. They have the same needs and desires. The natural events which occur in the lives of the adolescent are theirs, too.

But these events and feelings may seem to be magnified, and may get out of the teen's control. The inappropriate behavior which is often displayed may well be an effort to hurt the offender, if he was a family member. It may be a way to make someone care. It may, in fact, be a way for the teen to emerse her/himself in those feared sensations in order to overcome them.

Boys who were victimized may show different reactions from girls. We know that many present-day sex offenders report that they were victimized in their childhood. There are certain danger signals that tell you that your son needs professional help:

- *bullying younger kids, especially with sexual overtones*
- *a reluctance to socialize with kids his own age and a preference for younger children*
- *contempt for women and girls*
- *violent expressions of anger.*

Being aware of these potential concerns and understanding the victimized teen's point of view may serve to help you communicate with your teen. If you feel frustrated and need to talk with someone who has experience dealing with these very issues, be sure to call your local sexual assault program or rape crisis center. They are there to support you—with total confidentiality—**you** as well as the direct victim of sexual assault.

PARENTS WHO ARE FORMER VICTIMS

We have said that you may have a more difficult time talking to your teenaged child about sexual assault if you were a victim of sexual assault at some time in your life. Whether the assault occurred in childhood, adolescence or adulthood, the reactions you are likely to feel are very similar.

You may have put the experience behind you a long time ago, only to find it crashing in on you when you see your daughter begin to date, or your son develop an interest in girls. When your children are out late at night and you're not sure where they are or what they're doing, you may wonder whether your worries are normal or a result of your past experiences.

Your awareness that problems from your own past may raise their ugly heads is the first step in preparing your children to protect themselves against sexual assault. And you may find that you also have an opportunity to gain a greater resolution to your own victimization.

As daughters reach the age when they begin dating, parents who have been victims of sexual assault often feel an overwhelming need to keep their children safe. They may also have extreme difficulties in discussing the issue of sexual assault. Flashbacks to past experiences are not uncommon. These feelings are usually much more intense if the parent has never talked about her/his own sexual assault with anyone.

In order to foster good communication, you may find it helpful to begin talking about your own assault with someone you can trust, someone outside your family. A professional who understands sexual assault issues will be best. Your local rape crisis center can support you by offering knowledgeable listeners who are pledged to keep your confidence.

You may feel unsure of whether your teen could handle finding out about your victimization. Teenagers often are able to hear and discuss issues which adults think are too difficult for them. Sometimes adult refrain from sharing these hurtful experiences with their children because they are painful to talk about. Or they feel that their children might judge them harshly, or because they have not told their spouses about the assault. Sharing your own sexual assault experience with your teens may help you explain your concerns for their safety—and it may help them understand the danger they could be in.

The following suggestions should help you create an atmosphere in which you can comfortably discuss with your teenager personal safety and responsibility in the dating arena.

1. Recognize your past experience and the influence it's had on your life.

2. Find a knowledgeable professional to help you come to a resolution about your past experience. Look for someone who understands the issues and is able to be supportive and maintain confidentiality. Look for a private counselor, family therapist, or support group—call your sexual assault program for a referral.

3. Share your experience—and your efforts toward resolution with someone close to you—your spouse, close friend, sister or brother, parent. Ask them to help you prepare for talking with your child(ren)—help you figure out what to say, practice, problem-solve.

4. Discuss the issues of sexual assault with your teen—and issues of self protection. Your goal should be to **empower** your child—give her/him a sense of being in control.

5. Share your experience with your teenager. You don't need to go into details—just give the facts. Make sure that s/he understands why you're telling her/him—that you don't expect your child to be able to do anything about it, make it better. Try to stay in control of your emotions (that's why you practice with your friends) so you don't "dump" the experience on your child. And take care that your teen doesn't come away with a sense that it is her/his **responsibility** to never have anything like that happen to her/him.

6. Keep communication open about your experiences, so that you can support your teenager in experiencing the **positive** aspects of developing sexuality, as well as personal safety.

7. Continue to support yourself in your own dealing with the issue and your past experience. Remember the support that is available to you in your community.

COMMENDATION

We once again commend you for undertaking a difficult task. We hope this booklet has given you some new ideas and tools for preventing acquaintance rape.

Remember, the first step in taking care of your child is taking care of yourself. We wish you our best.

TEEN ACQUAINTANCE RAPE: A COMMUNITY RESPONSE

Among teen girls who are victims of sexual assault, 40-65% are assaulted by an acquaintance, often a date or boyfriend. King County Rape Relief, 1984, Illusion Theater, 1984.

Vital to teenagers' ability to protect themselves are accurate information and encouragement to set limits. Skills to communicate those limits and the expectation and support to have those limits respected are also essential. The community can support these efforts in many ways: parents can support their teens' assertive behavior, and the community as a whole can confront dangerous myths about teens and sexuality which condone acquaintance rape.

The Teen Acquaintance Rape Prevention Packet is designed to create a comprehensive community approach to address the problem of acquaintance rape among teenagers.

The Packet consists of 7 components which may be purchased as a complete unit ($50.00 plus postage and handling) or as individual booklets (totalling $57.50):

MAKING IT WORK: A Community Action Plan for the Prevention of Teen Acquaintance Rape *including a Media Plan

A step-by-step guide aimed at individuals or organizations interested in spearheading a campaign to get the community involved in the prevention of acquaintance rape among teenagers.

Price: $3.50/copy

MACHO? WHAT DO GIRLS REALLY WANT? by Py Bateman and Bill Mahoney

A guide for boys in developing non-aggressive dating habits which includes a frank discussion of the confusion boys face in trying to be successful in dating. Along with dating relationships, topics include values clarification, sensitivity exercises, and a guide to defining and respecting limits.

Price: $4.00/copy

THIS IS IT! Teen Acquaintance Rape Information and Prevention Activities for Groups

A 200-page book of background information and group prevention activities designed to prepare adults who work with teens in **any** *group setting in the community. Topics covered include: sexual assault information, sexual harassment among teenagers, assertiveness, defining limits and having them respected, becoming aware of community resources, victim reporting and responses to rape, adolescents with disabilities and acquaintance rape, and others.*

Price: $35.00/copy

TOP SECRET: Sexual Assault Information for Teenagers Only by Jennifer Fay and Billie Jo Flerchinger, King County Rape Relief

A 32-page booklet designed for the 12-17 year old. Formatted with pop graphics and an editorial style that jumps from quizzes, personal vignettes, and questions and answers, to straightforward information, and back again. Covers such topics as acquaintance rape, incest, exploitation, assertive behavior and what to do after an assault.

Price: $4.00/copy

ACQUAINTANCE RAPE: Awareness and Prevention for Teenagers by Py Bateman, Alternatives to Fear

A guide for teenagers in identifying potential acquaintance rape situations, with values clarification exercises, intimacy exploration, dating guides, assertiveness exercises and strategy building. The exercises may be used in both group and individual settings.

Price: $4.00/copy

WHERE DO I START? A Parent's Guide for Talking to Teens About Acquaintance Rape by Py Bateman and Gayle Stringer

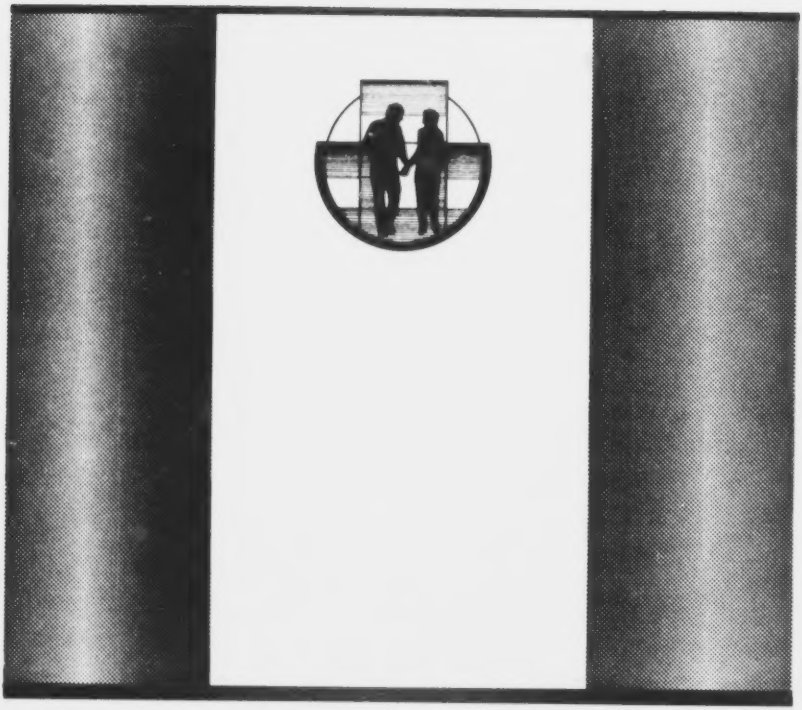
This 32-page booklet shares information and specific "how to" tips for parents on discussing sexual exploration, sexual exploitation and acquaintance rape with their teen. **WHERE DO I START?** *provides a helpful, step by step guide to open communication about sexual exploitation and how to avoid it.*

Price: $4.00/copy

SO WHAT IF YOU'RE NOT AN EXPERT—You Can Still Take Steps to Protect Yourself Against Sexual Assault by Py Bateman

From locking your doors to learning to fight back, this booklet provides specific and practical advice in self protection for teenagers.

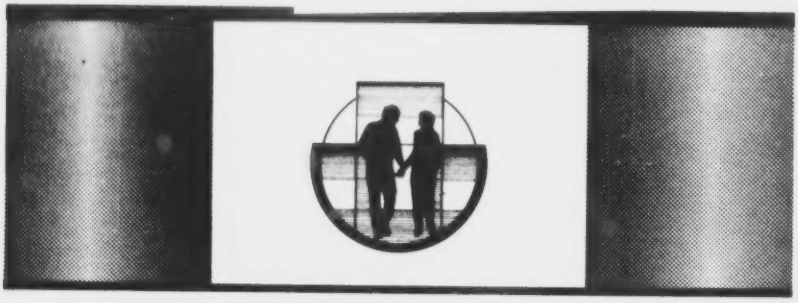
Price: $3.00/copy



The TEEN ACQUAINTANCE RAPE PREVENTION PACKET is

available through:

KING COUNTY RAPE RELIEF
1025 South Third
Renton, WA 98055



55

RESOURCES

BOOKS

SEXUAL ASSAULT

Ageton, Susan, **Sexual Assault Among Adolescents**, Lexington Books, D.C. Heath and Company, 1983.

Bateman, Py, **Acquaintance Rape Awareness and Prevention for Teenagers**

A guide for teenagers in identifying potential acquaintance rape situations, with values clarification exercises, intimacy exploration, dating guides, assertiveness exercises and strategy building.

Fear Into Anger: A Manual of Self Defense for Women

A photographically illustrated guide to women's self defense.

Alternatives to Fear: A Board Game in Strategies of Self Protection
Available from: Alternatives to Fear
1605 17th Avenue
Seattle WA 98122
(206) 328-5347

Burgess, A.W., A.N. Groth, L.L. Holmstrom, S.M. Sgroi, **Sexual Assault of Children and Adolescents**, D.C. Heath and Company, Lexington, Massachusetts, 1978.

Burgess, Ann W. and Holmstrom, Lynda L., **Rape: Crisis and Recovery**, Bowie, Maryland, Robert J. Brady, 1979.

Butler, Sandra, **Conspiracy of Silence: The Trauma of Incest**, San Francisco, New Glide, 1978.

Carnes, Patrick, **The Sexual Addiction**, Comp Care Publications, 2415 Annapolis Lane, Minneapolis, Minnesota 55441.

De Francis, V., **Protecting the Victim of Sex Crimes Committed by Adults**, Denver, Colorado, American Humane Society, 1969.

Fay, Jennifer and Billie Jo Flerchinger, **Top Secret: Sexual Assault Information for Teenagers Only**, 1982, King County Rape Relief, 305 S 43rd, Good Neighbor Center, Renton WA 98055.

Finkelhor, David, **Sexually Victimized Children**, New York, Free Press, 1979.

Groth, A. Nicholas, **Men Who Rape: The Psychology of the Offender**, Plenum Press, New York, New York, 1979.

Madea, Andra and Thompson, Kathleen, **Against Rape**, New York, NY, Farrar, Straus and Giroux, 1974.

Rush, Florence, **The Best Kept Secret**, Edglewood Cliffs, New Jersey, Prentice-Hall, 1980.

SEXUALITY

Bell, Ruth, **Changing Bodies, Changing Lives**, Random House, New York, 1980.

(For Boys)
Betancourt, Jeanne, **Am I Normal?** Avon Flare Books, New York, 1983.

(For Girls)
Betancourt, Jeanne, **Dear Diary**, Avon Flare Books, New York, 1983.

Gordon, Sol, **The Teenage Survival Book**, Times Books, New York, 1981.

Mahoney, E.R., Dr., **Human Sexuality**, McGraw-Hill, 1982.

McCoy, Kathy, Wibbelsman, Charles, M.D., **The Teenage Body Book**, Simon and Schuster, Inc., New York, 1978.

McCoy, Kathy, **The Teenage Body Book and Guide to Dating**, Simon and Schuster, Inc., New York, 1980.

Pamphlets: **How to Talk to Your Teenagers About the Facts of Life**
What Teens Want to Know But Don't Know How to Ask
Teen Sex? It's Okay to Say NO WAY

Available through: Planned Parenthood
810 Seventh Avenue
New York, NY 10019
(212) 541-7800

Other pamphlets for teens and parents of teens on sexuality issues available through: RAJ Publications
PO Box 18599
Denver, CO 80218

PARENT and TEEN COMMUNICATION

Bell, Ruth and Wildflower, Leni Zeiger, **Talking With Your Teenager: A Book for Parents**, Random House, New York, 1983.

Bloomfield, Harold H., M.D., Felder, Leonard, Ph.D., **Making Peace With Your Parents**, Random House, New York, 1983.

Boston Women's Health Collective, **Ourselves and Our Children, A Book by and for Parents**, Random House, New York, 1978.

Gitchel, Sam and Foster, Lorri, **Let's Talk About Sex: A Read and Discuss Guide For People 9-12 and Their Parents.**
Available from: Planned Parenthood of Fresno
Education Department
633 North Van Ness Avenue
Fresno, CA 93728
(209) 486-2411

Illsley Clarke, Jean, **Self-Esteem: A Family Affair**, Winston Press, Minneapolis, MN, 1978.

Adams, Caren, Fay, Jennifer, Loreen-Martin, Jan, **No Is Not Enough: Helping Teenagers Avoid Sexual Assault**, Impact Publishers, 1984.

Reis, Beth and McGuire, Barb, **Talk To Me! About Sex, Love and Life.** Eight booklets: A Guide for teenage men interviewing fathers, fathers interviewing teenage men, pre-teen boys interviewing fathers, fathers interviewing pre-teen boys, teenage women interviewing mothers, mothers interviewing teenage women, pre-teen girls interviewing mothers and mothers interviewing pre-teen girls.
Available from: Planned Parenthood of Seattle-King County
2211 E. Madison
Seattle WA 98112
(206) 447-2365

MARITAL RAPE

Russell, Diana E., **Rape in Marriage**, MacMillan, 1982.

ASSERTIVENESS

Assertion Skills for Young Women. Available from National Female Advocacy Project, PO Box 12571, Salem, Oregon 97309.

Bingham, Mindy, Edmondson, Judy, and Strykor, Sandy, **CHOICES: A Teen Woman's Journal for Self-Awareness and Personal Planning**, Advocacy Press, Santa Barbara, California, 1983.

COUNSELING

The Second Mile: Contemporary Approaches in Counseling Young Women, New Directions for Young Women, Inc., 738 N 5th Avenue, Tucson, Arizona 83705.

KENDALL/HUNT
PUBLISHING COMPANY
Dubuque, Iowa

B 403493 01
ISBN 0-8403-3493-1